

Standard Operating Procedures

NCCA

**Chief Instructional
Officers**

Reviewed: May 2012

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Section I
Introduction to
Standard Operating
Procedures

**STANDARD OPERATING PROCEDURES/GUIDELINES
CHIEF INSTRUCTIONAL OFFICERS – NEBRASKA COMMUNITY COLLEGE
ASSOCIATION**

PURPOSE:

The Council of Chief Instructional Officers (CCIO) under the guidance of the Council of Chief Executive Officers (CCEO) will:

Advise the CCEO's on issues, guidelines, and procedures to assure compliance with State Law.

Promote articulation and collaboration among higher education institutions to assure efficiencies and quality in the development and delivery of learning programs.

Seek inter-institutional funding through grants and awards that promote professional development, curricular design and enhancements, and inter-institutional collaboration.

Promote consistency in definitions, curricula design, and course weightings.

Formulate and recommend instructional related guidelines and procedures to the Audit Guidelines.

Conduct other instructional related functions as determined by the CCEO's.

MEMBERSHIP:

Each community college area will have one instructional officer who is responsible to their CEO.

VOTING:

Each area will have one vote.

CHAIR AND SECRETARY POSITION – ROTATION SCHEDULE

<u>Year</u>	<u>Chair Person</u>	<u>Secretary</u>
2012/2013	Western Nebr. CC	Central CC
2013/2014	Central CC	Mid-Plains CC
2014/2015	Mid-Plains CC	Northeast CC
2015/2016	Northeast CC	Southeast CC
2016/2017	Southeast CC	Western Nebr. CC
2017/2018	Western Nebr. CC	Central CC

Timeline of Work Activities

Project	Activity	Timeline	Cycle
Audit Guidelines	1. Review state aid guidelines for recommended changes to the Audit Committee	July-December	Annual
	2. In collaboration with the Audit Committee, recommend changes to the Audit Guidelines to the Chief Executive Officers	January-February	Annual
Statewide Courses	1. Identify courses to be reviewed, instructor groups, initiate process, and contact people	July-September	Annual
	2. Groups submit revised syllabi for review	April	Annual
	3. CIO's review and approve syllabi	May	Annual
	4. Approved syllabi are forwarded to four-year colleges and universities for review and articulation approval. Originals and PDF files are forwarded to NCCA for filing and website update.	May/June	Annual
Statewide Course Offering Review	1. Each CIO will send a listing of all courses offered in the current year for review to the designated college.	April 1	Annual
	2. Combined course book listing will be provided to each CIO.	Late April	Annual
	3. CIO's will review and note changes to combined course listing.	May	Annual
	4. Each CIO will make changes as noted at May meeting to their Institution's course listing.	May-June	Annual
	5. Each CIO will provide a copy of their corrected course listing to designated college for combined course listing book.	June 15	Annual
	6. Each CIO will provide a certified list of their course offering to the CCPE, NCCA Director and copies to each CEO and CFO of each community college.	July 15	Annual
	7. Each CIO will receive the combined course listing	July 31	Annual

	book.		
Other Items	NCCA Conference and Meetings	November	Annual
	Update the NCCA Opportunity Guide and submit to NCCA Office for printing and distribution.	May	Annual

Section II

Curriculum

CREDIT COURSE STANDARDS

To award college credit, all Nebraska community college courses will:

- A. Apply to a degree, diploma, certificate or skills award granted by a Nebraska Community College or meet pre-requisites for college level courses*¹.
- B. Require each Chief Instructional Officer to retain on file all course syllabi offered by their college. Regardless of the site from which a course is offered, the course will have the same:
 - Title for all sections/offerings taught under the designated course number.
 - Course alpha and number for common content.
 - Course description.
 - Course objectives.
 - Minimal competencies taught.
 - Textbook(s) – as per the current textbook procedures memorandum.
 - Prerequisites.
- C. Have an approved Course Action Form on file in the office of the Chief Instructional Officer.
- D. Be developed and maintained by an appropriately credentialed/qualified instructor as defined by the institution.
- E. Evaluate enrolled students in a manner appropriate to demonstrate educational achievement as prescribed by course objectives and/or approved department/program assessment practices.
- F. Meet credit/contact hour ratio guidelines for semesters (or quarter equivalent) as outlined in state statute 85-1503.

SEMESTER	QUARTER	
1:15	1:10	<i>Classroom Hour</i>
1:30	1:20	<i>Academic Transfer, General Education, & Academic Support Lab Hour</i>
1:45	1:30	<i>Vocational Laboratory Hour and Clinical Hour</i>
1:45	1:30	<i>Practicum Hour</i>
1:60	1:40	<i>Cooperative Work Experience</i>
		<i>Independent (directed) Study – Credits will be assigned according to the practices of assigning credits to similar type courses.</i>

¹ *Credit for developmental courses does not apply toward a degree, but rather satisfies pre-requisites for courses in degree programs.

- G. Charge tuition as approved by the college's Board of Governors.
- H. Be reviewed by the faculty a minimum of once every three years and revised as necessary to ensure relevance.
- I. Require each Chief Instructional Officer to maintain a reasonable balance between consistent, accurate course content and the frequency of curriculum revisions.
- J. Focus on the learning needs of students and employers related to applied technology, a common learning core, and academic transfer.
- K. Be classified for appropriate Reimbursable Educational Unit weighing as outlined by the "Nebraska Community College's State-Aid Enrollment Audit Guidelines, State Aid Enrollment Audit Committee Section, item IV.C.2." and the Course Weighting Decision Rules listed in the same document:
 - 1. Academic Transfer 1.00
 - 2. Academic Support 1.00
 - 3. Class 1 Vocational 1.50
 - 4. Class 2 Vocational 2.00

Definitions of Academic Transfer, Academic Support, Class 1 Vocational, and Class 2 Vocational are found in the State Aid Enrollment Audit Guidelines, Section II, numbers 15,17,18, and 19.

Nebraska Community College System Statewide Definitions

Articulation Process: A process by which agreements between the community college and another entity (K 12 or other post-secondary institution) identifying courses and /or credits which have common course outcomes and objectives, allowing for the transfers of the credits from one entity to another.

Career Academy: A plan of study created for high school students from a Career Cluster area which outlines a pathway for career exploration. The course(s), within the plan of study, may be for high school credit, dual credit or college credit. Each course will include a component that explores the career field associated with that course. This plan of study may lead to employment or continued education. The academy is typically a partnership between a K 12 entity and a post-secondary institution.

Concurrent Enrollment: A student who is enrolled in two or more institutions at the same time. Institutions may include high school, community college or other higher education institution.

Credit Course: Classes that are offered to meet the requirements for completing a degree, diploma, certificate or other formal award. (NECC)

Credit by Exam: Credit using standardized exams (CLEP or Advanced Placement Exam meeting college level requirement) or by departmentally administered proficiency exam.

Curriculum: 1: The courses offered by an educational institution, **2:** a set of courses constituting an area of specialization (Webster's New World Dictionary)

Dual Credit: College credit course taught to high school students for which high schools can grant high school credit.

Early Entry: A student under 19 years of age pursuing a high school diploma or GED who takes a college credit course.

Foundations Education: Education which includes remedial and developmental programs, adult basic education, general education development, English as a second language, compensatory education, and refresher courses. [CCPE, Section 85-932.01, Nebraska Statutes]

Instructional Program of Study: A sequence of courses and activities leading to a degree, diploma or certificate in an academic discipline or subject area offered by a public institution. This type of program is commonly called a major. [CCPE, 281 NAC 4: 003.01.A]

Outline: A general plan. (Webster's New World Dictionary)

Program: Any program of instruction, public service program, off-campus instructional program, any new college, school, major division, education center, or institute, but shall not include reasonable and moderate extensions of existing curricula which have a direct relationship to existing programs [CCPE, 281 NAC 4: 003.01.A]

Syllabus: A summary our outline of a course of study. (Webster's New World Dictionary)

Transfer Credit: Credits earned at an accredited postsecondary institution which apply to an instructional program of study

CURRICULUM DEFINITIONS

Nebraska Community College Association

Consistency in Award Guidelines/Standards: Degrees, Diplomas, and Certificates

It is the intent of the Instructional Officers to provide consistency in definitions of degrees, diplomas, certificates, and skill awards across the Nebraska community college system within the next five years. The following definitions are in process and discussion.

Skill Awards – The recognition of educational competencies obtained in less than the equivalent of one semester in time and less than 12 semester credit hours. This recognition is not necessarily a component of a defined degree, diploma, or certificate.

Certificate – An organized curriculum consisting of 12 to 18 equivalent semester hours that certifies occupational competencies.

Rationale: (1) To provide students with documented skills/competencies for the workplace; and
 (2) To provide students the opportunity to ladder certification to a diploma or associate degree.

Diploma – The recognition of an organized curriculum in a specific occupational concentration that may also ladder into an associate of applied science degree. The diploma would be awarded upon the completion of 24 to 48 equivalent semester hours and include a minimum of four semester credit hours of general education/academic support courses.

Approved March 16, 2012

New Awards at the Nebraska Community Colleges
(reviewed by CCPE's Academic Programs Committee on May 6, 2011)

New program or Award (requires CCPE approval)

- No existing courses are utilized, or
- Existing courses are utilized but the principle objective of the program from which the courses are drawn is changed
- An “add on” that requires the student to have completed the highest existing award in the program prior to enrolling in the program or in conjunction with the degree program
- New interdisciplinary program* (subject to CCPE modified thresholds)
 - Utilizes courses from two or more fields; may include new courses
 - Does not match the principal objective of any of the component programs

New Certificate/diploma/degree within a laddered program (does not require CCPE approval – would be a reasonable and moderate extension of an existing instructional program)

- “Going down”, e.g., adding a certificate or diploma when a degree exists; no new courses utilized

The following would likely require CCPE approval, but could be determined on an individual basis

- “Going up”, e.g., adding a degree when a diploma (or certificate at MCC) exists

*The community colleges have proposed the development of an interdisciplinary program that would allow individualization, similar to programs offered at four-year institutions. There has not, to date, been a proposal submitted to CCPE for such a program.

New Options/Specializations/Concentration within an Existing Program of Study
(adopted by CIO group on January 14, 2011)

Community colleges are often called upon to meet the needs of local employers. To help facilitate this community expectation, the following practice has been adopted to help community colleges to expand programs to create unique opportunities for student learning. These new options do not need to be approved by the CCPE but a letter informing the Commission of the new option would be recommended.

A new option/specialization/concentration area of study under an existing program may be offered at a college and considered as part of an existing instructional program under the following conditions:

- There is a common set of general education requirements, and
- There is a common core of content area courses, and
- No more than forty percent (40%) of the credit hours and/or courses will be new courses to the program.

COMMON COURSE NUMBERING GUIDELINES

On October 1, 1992 the Council of Chief Executive Officers, Nebraska Community College Association, took action directing the Council of Instructional Officers to develop a plan for a common course numbering system for community college courses.

Since 1992 the CIO's have explored various methods of common course numbering but have not developed a formal plan. During the 1995-1996 year, this was focused on and the instructional officers agreed to the following:

1. A program alpha matrix modeled after the University of Nebraska-Lincoln prefix listing.
2. A course listing which is alpha/numeric with eight digits: four alpha; four numeric. The numeric digit identifies:
0 = Developmental course
1 = First year course
2 = Second year course of a degree
3. The last numeric digit could be used as a unique identifier for each college. Digits 2 and 3 are sequential.
4. From these guidelines, build a matrix with agreed upon courses and a universal number that will be used by all institutions to articulate between colleges and to senior institutions. (See attached)
5. Each participating institution would determine when they would adopt the universal numbers into their own course system.

Common Course Syllabus

In the 1995-1996 work plan, the Instructional Officers established a common course syllabus that would be used with all statewide courses and was encouraged that all institutions would adopt the course syllabus for all courses. (See Attached)

Statewide Common Courses

Since 1995 the Instructional Officers have established common statewide courses in several areas, listed below. These courses are reviewed and approved on a three-year rotation to maintain accuracy. New courses/program areas are added on an as-needed basis.

Common Course Areas: (See attached 3-year schedule of courses)

Nebraska Initiative Courses	Library Science Courses
Business Administrative/Accounting Courses	Entrepreneurship Courses
Early Childhood Courses	Criminal Justice Courses

Nebraska Community College Common Course Syllabus Guide

Nebraska Community College Association

Council of Chief Instructional Officers

2011

Adopted March 16, 2012

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Introduction

The Nebraska Community College Common Course Syllabus Guide is designed to assist members of our colleges in understanding the scope, responsibilities, processes, and expectations in developing a common course syllabus.

Purpose of the Common Course Syllabus

Nebraska community colleges maintain an accurate account of system-wide courses provided through the formal approval and archival of a common course syllabus. The Higher Learning Commission, Nebraska Coordinating Commission for Post-Secondary Education, and other oversight agencies require such information to be kept and remain accessible upon request. The approved common course syllabus will:

- present our colleges' stakeholders with evidence that education planning and courses are aligned with the role and mission of Nebraska's community colleges
- provide a basis for improving articulation with other post-secondary institutions
- enable reflective practice in assessing the effectiveness and relevancy of our curriculum
- account for the minimum learning objectives, expectations, and content of a course, regardless of delivery method, location, or faculty member
- impart the final academic perspective
- is archived and maintained by the Nebraska Community College Association
- is accessible via the web at <http://www.ncca.state.ne.us/>

Process to Develop and Update Common Course Syllabi

All common course syllabi are developed and updated through a face-to-face process facilitated by the NCCA Council of Instructional Officers (CIO's). On a 3-year rotation, the CIO's will host teams of content specific faculty to review and update each common course. The changes are presented to the CIO's for review, approval, and dissemination. The CIO's may return submitted syllabi to the faculty teams for formatting, clarification, or other academic concerns and questions.

Mandatory Common Course Syllabus Components and Format

The following sections are the mandatory components of a common course syllabus, additional components derived from specific content area needs can be included as supplementary items as section VIII. Appendix A provides the template for the cover page and Appendix B provides additional definition, perspective, and recommendations regarding the content, format, and length of each syllabus section.

STATEWIDE/INSTITUTIONAL COVER PAGE

Syllabus

Course Number and Name

Date Committee Members: (listing of all faculty members, college, signature line)

Facilitated by: (name, college, signature line)

NCCA Council of Instructional Officers Chair: (name, signature line)

COURSE SYLLABUS OUTLINE

I. CATALOG DESCRIPTION:

Course Number

Course Name

Pre-Requisites/Co-Requisites

Description

Credit/Contact Hour Designation

(_/_/_/_/_)

II. COURSE OBJECTIVES: Course will

1.

III. STUDENT LEARNING OUTCOMES: Students will be able to

1.

IV. CONTENT/TOPICAL OUTLINE

A. (topic)

1. (Sub-topic)

V. INSTRUCTIONAL MATERIALS:

A.

VI. METHOD OF PRESENTATION

A. Methods of presentation typically include a combination of the following:

1.

VII. METHOD OF EVALUATION

A. Methods of evaluation typically include a combination of the following:

1.

VIII. INSTITUTIONAL DEFINED SECTION

(to be used at the discretion of each community college as deemed necessary)

Syllabus

Course Number

Course Name

Committee Members:

Faculty Name, Central Community College _____

Faculty Name, Mid-plains Community College _____

Faculty Name, Northeast Community College _____

Faculty Name, Southeast Community College _____

Faculty Name, Western Nebraska Community College _____

Facilitator:

Faculty Name, Community College, _____

Date Reviewed: _____

NCCA Council of Instructional Officers Chair

Chair Name, Community College, _____

Date Approved: _____

Appendix B: Section Definitions and Suggestions

I. CATALOG DESCRIPTION:

Course Number: Course numbers (including alpha designation) are determined by the Council of Chief Instructional Officers. Proposals to change a course number or alpha designation must be submitted to the Chair of the CIO's.

Course Name: Course names should be limited to 20 characters, if possible. Changes to course names can be presented with an accompanying rationale through the 3-year review process.

Pre-Requisites/Co-Requisites: Certain courses require students to have pre-requisite knowledge or co-requisite learning experiences. The use of pre-requisites/co-requisites should be carefully considered, and will be critically reviewed by the Council of Chief Instructional Officers.

- Pre-requisites define courses and/or requirements which a student must meet prior to enrollment in a course.
- Co-requisites define courses and/or requirements which the student must meet concurrently with the proposed course.

Description: A course description is a narrative relating content. The description written for the course syllabus is used in the college's catalogs and provided via the web. Generally, a course description is written in brief, but complete, sentences and does not include information about andragogy, grading criteria, or procedures.

Credit / Contact Hour Designation:

(Classroom Hour / Academic Transfer, General Education, and Academic Support Laboratory Hour / Vocational Laboratory Hour and Clinical Hour / Practicum Hour / Cooperative Work Experience Hour / Independent Study)

Classroom Hour means a minimum of fifty minutes of formalized instruction on campus or off campus in which a qualified instructor applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audiovisual materials is responsible for providing an educational experience to students;

Academic Transfer, General Education, and Academic Support Laboratory Hour means a minimum of fifty minutes of educational activity on campus or off campus in which students conduct experiments, perfect skills, or practice procedures under the direction of a qualified instructor;

Vocational Laboratory Hour and Clinical Hour means a minimum of fifty minutes of educational activity on campus or off campus during which the student is assigned practical experience under constant supervision at a health-related agency, receives individual instruction in the performance of a particular function, and is observed and critiqued in a repeat performance of such function. Adjunct professional personnel, who may or may not be paid by the college, may be used for the directed supervision of students and for the delivery of part of the didactic phase of the experience;

Practicum Hour means a minimum of fifty minutes of educational activity on campus or off campus during which the student is assigned practical experiences, receives individual instruction in the performance of a particular function, and is observed and critiqued by an instructor in the repeat performance of such function. Adjunct professional personnel, who may or may not be paid by the college, may be used for the directed supervision of the students;

Cooperative Work Experience Hour means an internship or on-the-job training, designed to provide specialized skills and educational experiences, which is coordinated, supervised, observed, and evaluated by qualified college staff or faculty and may be completed on campus or off campus, depending on the nature of the arrangement;

Independent Study means an arrangement between an instructor and a student in which the instructor is responsible for assigning work activity or skill objectives to the student, personally providing needed instruction, assessing the student's progress, and assigning a final grade. Credit hours shall be assigned according to the practice of assigning credits in similar courses.

Credit Hour Contact Ratio Guidelines: Meet credit/contact hour ratio guidelines for semesters (or quarter equivalent) as outlined in state statute 85-1503. See, table that follows.

SEMESTER	QUARTER	
1:15	1:10	<i>Classroom Hour</i>
1:30	1:20	<i>Academic Transfer, General Education, and Academic Support Lab Hour</i>
1:45	1:30	<i>Vocational Laboratory Hour and Clinical Hour</i>
1:45	1:30	<i>Practicum Hour</i>
1:60	1:40	<i>Cooperative Work Experience</i>
		<i>Independent (directed) Study – Credits will be assigned according to the practices of assigning credits to similar type courses.</i>

II. COURSE OBJECTIVES

Course objectives (goals) are broad general statements representing the major concepts/themes the course will provide. The course objectives are further refined into specific measureable student learning outcomes. Course objectives are ordered in alignment with the Course/Topical Outline. A general guide is to have a minimum of 2 Course Objectives per semester credit hour.

III. STUDENT LEARNING OUTCOMES

Student learning outcomes are the essence of the course; providing students with measurable expectations. The Council of Chief Instructional Officers recommends each student learning outcome start with an action verb. Examples of action verbs can be found in *Appendix C: Action Verbs in Bloom's Taxonomy*. The student learning outcomes also provide the basis for assessing student mastery and awarding of *Experiential Learning Credit*.

The precise number of learning outcomes are best determined by the subject matter expert; the CIO's will reflect on the number provided in light of the contact hours associated with each course to make sure the objectives/competencies listed

are achievable in the contact hours allotted. Careful and critical construction of the course objectives and student learning outcomes is a priority of the CIO's.

Examples of Course Objectives and Student Learning Outcomes:

Example A:

Course Objectives: Course will

1. Introduce the techniques and instruments to measure heat.

Student Learning Outcomes: Students will be able to

1. Determine the appropriate instrument to use in measuring the temperature of specific liquids in holding containers.
2. Select the appropriate temperature scale (Fahrenheit/Centigrade) per the technical specifications of the manufacturing process.

Example B:

Course Objectives: Course will

1. Review significant legislative developments in Federal Educational Policy and Law since 1840.

Student Learning Outcomes: Students will be able to

1. Construct a timeline labeling passage of significant Federal Educational Legislation since 1840 to the present.
2. Analyze the resulting effects of significant Federal Education Legislation since 1840 to the present.

IV. COURSE CONTENT/TOPICAL OUTLINE

The course content/topical outline establishes the minimum scope of the information to be covered and the recommended sequence of the instruction. The syllabus reflects this information so instructors teaching the course have a guideline for covering the minimum course content.

In writing the Content Outline,

- use the following outline form:
 - A. (topic)
 1. (sub-topic);
- topics should be in a noun or gerund form;
- keep subtopics to a minimum; and
- align topics and ordering with the ordering of the course objectives and subsequent student learning outcomes.

V. INSTRUCTIONAL MATERIALS

This section provides a summary of the instruction materials required for the course. The number of textbooks listed should be 8 or less. A sample is provided below:

- A. *Text*
 - 1. *Author (Publisher). Current Edition. Book Title.*
- B. *Ancillary textbook items*
- C. *Computer access, headset, microphones, etc.*
- D. *Other materials.*

VI. METHOD OF PRESENTATION

Methods of presentation are listed in this section. A sample is provided below:

- A. *Methods of presentation traditionally include a combination of the following:*
 - 1. *Technology enhanced lecture*
 - 2. *Classroom discussions*
 - 3. *Interactive group activities*
 - 4. *Audio visual materials*
 - 5. *Presentations by experts from the _____ industry*

VII. METHOD OF EVALUATION

Methods of evaluation are listed in this section. All grades awarded must be in compliance with your colleges' approved grading systems. A sample is provided below:

- A. *Methods of evaluation, although determined by the individual instructor, traditionally includes a combination of the following:*
 - 1. *Attendance and participation*
 - 2. *Daily assignments*
 - 3. *Written exams and/or quizzes*
 - 4. *Performance and observational assessment*

VIII. INSTITUTIONAL DEFINED SECTION

(To be used at the discretion of each community college as deemed necessary)

Appendix C: Action Verbs in Bloom's Taxonomy

Bloom's Taxonomy classifies action verbs into six cognitive levels of increasing complexity. Definitions and actions verbs for each classification are provided below. The Chief Instructional Officers encourage the use of higher order action verbs in the development of collegiate curriculum.

- **Remembering:** Retrieving, recognizing and recalling relevant knowledge from long-term memory.
- **Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- **Applying:** Carrying out or using a procedure through executing or implementing.
- **Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.
- **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

Remembering (Level 1)	Understanding (Level 2)	Applying (Level 3)	Analyzing (Level 4)	Evaluating (Level 5)	Creating (Level 6)
Cite	Compare	Classify	Adjust	Arrange	Appraise
Define	Convert	Complete	Analyze	Assemble	Argue
Describe	Describe	Construct	Associate	Collect	Assess
Find	Discuss	Demonstrate	Calculate	Combine	Choose
Identify	Display	Dramatize	Categorize	Compile	Compare
Know	Distinguish	Examine	Classify	Compose	Conclude
Label	Explain	Express	Compare	Construct	Debate
List	Express	Illustrate	Contrast	Create	Decide
Locate	Identify	Influence	Debate	Design	Estimate
Match	Interpret	Initiate	Diagram	Develop	Evaluate
Memorize	Locate	Interpret	Differentiate	Devise	Judge
Name	Outline	Operate	Discriminate	Formulate	Justify
Perceive	Predict	Perform	Distinguish	Imagine	Measure
Read	Recognize	Practice	Examine	Integrate	Prioritize
Recall	Report	Prepare	Experiment	Invent	Rate
Record	Respond	Relate	Inspect	Manage	Recommend
Relate	Restate	Schedule	Inventory	Modify	Revise
Repeat	Review	Show	Investigate	Organize	Score
State	Tell	Sketch	Question	Plan	Select
Tabulate	Translate	Solve	Relate	Predict	Value
Tell		Translate	Solve	Propose	Verify
Write		Use	Test	Set up	Weigh

*Sources: Bloom's Taxonomy – Emerging Perspectives on Teaching, Learning, and Technology, available at http://projects.coe.uga.edu/epltt/index.php?title=Bloom's_Taxonomy

PROGRAM ALPHA CODES AND CIP CODE LISTING

(updated May, 2012)

Discipline	CIP Code	CCC	MPCC	NECC	SCC	WNCC	MCC	Statewide
Agricultural Business & Mgmt. Gen	010101	AGRI	AGRI/CFET	AGRI	AGRI	AGRI		AGRI
Horticulture Serv. Op & Mgmt. Gen	010601	COMH	CFEI	HORT	HORT		HORT	HORT/COMH
Radio & Television Broadcasting Technology/Technician	100202	MART		AUDR/BRDC	BRDC			BRDC/AUDR
Computer & Information Sciences Gen.	110101	INFO	CSCE/INFO/CFEI/CFET	INFO	INFO	COMP/INFO/OLTR	INFO	INFO
Cosmetic Serv. Gen.	120401					CSMO/NATS		CSMO
Food & Beverage/Restaurant Op. Mgr.	120504	HMRM	INFS	FSDT/NURS	FSDT	FSDT	CHRM	CHRM/FSDT
Adult & Continuing Teacher Ed	131201			EDUC				
Civil Engin. Civil Technol./Tech.	150201				LSCE		SCET	LSCE/SCET
Electrical Electronic & Comm. Engin. Technol./Tech.	150303	ELNS	ELNS/CFEI/CFET		ELEC/ELET/ENER	ELEC	ELEC	ELEC
Energy Mgmt. & Systems Technol./Tech.	150503		RNEW	RNEW/WIND	ENER	ENER		
Industrial/Manufacturing Technol	150603		CFET					
Manufacturing Technology/Technician	150613				MFGT			MFGT
Occupational Safety & Health Technol./Tech.	150701		ELTR/SFTX		SFTX	SFTX		SFTX
Quality Control Technol./Tech.	150702	QUCT			NDTT	QUCT		QUCT/NDTT
Drafting & Design Technology/Technician	151301	DSGN			DRAF	DRAF	DRAF	DRAF

Discipline	CIP Code	CCC	MPCC	NECC	SCC	WNCC	MCC	Statewide
Architectural Drafting & Architectural CAD/CADD	151303		ARCH	ARCH	ARCH		ARCH	ARCH
**Language Interpretation & Translation	160103	HLTH	CFEI		LLGK	OCCL/OLTR		
**Home Economics Gen.	190101		FACS	HOEC		FDST		
Child Care & Support Services Management	190708	ECED	CFEE/CFEI/CFET/FACS	ECED	ECED	ECED/OLTR	ECED	ECED
Legal Assistant/Paralegal	220302	LEGA	LEGA			LEGA	LAWS	LEGA
Liberal Arts & Sciences/Liberal Studies	240101							
Anthropology		ANTH			ANTH	ANTH		ANTH
Arts		ARTS	ARTS	ARTS	ARTS	ARTS		ARTS
**ATHC						ATHC		ATHC
Biosciences		BIOS	BIOS	BIOS	BIOS	BIOS	BIOS	BIOS
**Career Planning			CAPC	CAPL				CAPC
Chemistry		CHEM	CHEM	CHEM	CHEM	CHEM	CHEM	CHEM
Communications		COMM						COMM
Economics		ECON	ECON	ECON		ECON	ECON	ECON
Education		EDUC	EDUC	EDUC	EDUC	EDUC	EDUC	EDUC
English		ENGL	ENGL	ENGL	ENGL	ENGL	ENGL	ENGL
Engineering		ENGR	ENGR		ENGR	ENGR	ENGR	ENGR
French			FREN	FREN		FREN	FREN	FREN
**GBST						GBST		
**GENS						GENS		
Global Studies								GLOS
Food Service					FSDT			
Geography		GEOG	GEOG	GEOG	GEOG	GEOG	GEOG	GEOG
Geology					GEOL	GEOL		GEOL
German					GERM	GERM	GERM	GERM
Health		HLTH						
History		HIST	HIST	HIST	HIST	HIST	HIST	HIST

Discipline	CIP Code	CCC	MPCC	NECC	SCC	WNCC	MCC	Statewide
Human Relations						FACS	HMRL	HMRL
Humanities		HUMS			HUMS	HUMS	HUMS	HUMS
Japanese							JPAN	JAPN
Journalism			JOUR	JOUR	JOUR	JOUR		JOUR
Library Science								LIBR
Math		MATH	MATH	MATH	MATH	MATH	MATH	MATH
**MEDT			MEDT					
Music		MUSC	MUSC	MUSC	MUSC	MUSC	MUSC	MUSC
Phys. Education		PHED	PHED	HPER	PHED	PHED	PHED	PHED
Philosophy		PHIL	PHIL		PHIL	PHIL	PHIL	PHIL
Physical Science		PHYS	PHYS	PHYS	PHYS	PHYS	PHYS	PHYS
Political Science		POLS	POLS	POLS	POLS	POLS	POLS	POLS
Psychology		PSYC	PSYC	PSYC	PSYC	PSYC	PSYC	PSYC
**PRDV		PRDV						PRDV
Reading			READ					READ
Sign Language				SIGN	SIGN			SIGN
Science							SCIE	SCIE
Sociology		SOCI	SOCI	SOCI	SOCI	SOCI	SOCI	SOCI
Spanish		SPAN	SPAN	SPAN	SPAN	SPAN	SPAN	SPAN
Speech		SPCH	SPCH	SPCH	SPCH	SPCH	SPCH	SPCH
Theatre		THEA	THEA	THEA	THEA	THEA		THEA
Library Assistant	250301	LIBR	LIBR	LIBR		LIBR	LIBR	LIBR
Army JROTC/ROTC	280301						ROTC	ROTC
Basic Skills	320101	V A R I E T Y O F P R E F I X E S		
Second Language Learning	320109			ESLX	ESLX/SPAN	ESLX/LICS/OLTR	ESLX	ESLX
Biological Technol./Tech.	410101		BCED	HAZM/INDT	LBST	ENVR		LBST
Criminal Justice Studies	430104	CRIM	CRIM	CRIM	CRIM	CRIM/JUST/OLTR	CRIM	CRIM
Fire Science/Firefighting	430203		FRST	FRSC	FIRE	FIRE/OLTR		FIRE
Electrician	460302	ELTR	ELTR	ELTR		ELTR	ELAP/ELTR	ELTR
Lineworker	460303			UTIL		UTIL	UTIL	UTIL

Discipline	CIP Code	CCC	MPCC	NECC	SCC	WNCC	MCC	Statewide
Building/Property Main. & Mgr.	460401		CUST		CUST			CUST
Construction & Building Finishers & Mgrs. Other	460499	CNST	BLDC	CNST	CNST	CNST	CNST	CNST
Appl. Install, & Repair Techn./Tech	470106				MAAP			
Heating, Air Conditioning & Refrigeration Mechanic & Repairer	470201	HVAC	CFEI/CFET/HVAC	HVAC	/HVAC	HVAC	HVAC	HVAC
Industrial Machinery Main. & Repairer	470303	INDT	INDT	ELMC/INDT			INCT	INDT
Industrial Equip/ Main. & Repairers Oth.	470399			SAFT				
Auto/Automotive Body Repairer	470603	AUTB	AUTB/CFET	AUTB	AUTB	AUTB	AUTB	AUTB
Auto/Automotive Mechanic/Tech.	470604	AUTO/DSL	AUTO	AUTT	ASEP/ASST/AUTT/CAPP/	AUTO/AUTT	AUTT	AUTO/AUTT
Diesel Engine Mechanic & Repairer	470605	DSL	DSL/TRAN/CFET	DESL	DESL/JDAT/JDCE/AGST/OSJD		DESL	DSL/DESL
Small Engine Mechanic & Repairer	470606		SENG		MSTT	SENG		SENG/MSTT
Avionics Maintenance Technology/Technician	470609	AVIA	AVIA	AVIA	AVIA	AVIA		AVIA
Upholstery	480303		UPHR					UPHR
Machinist/Machine Technologist	480501	AMDT	MACH		THNC/MACH			MACH
Welder/Welding Technologist	480508	WELD	WELD	WELD/INDT	WELD	WELD	WELD	WELD
Truck Bus & Oth. Commercial Vehicle Operator	490205	TRUK		TRAN	TRUK	TRUK		TRUK
Transportation & Materials Moving Workers Oth.	499999		CFEI/CFET/STX/	TRAN	TRAN	TRAN		TRAN

Discipline	CIP Code	CCC	MPCC	NECC	SCC	WNCC	MCC	Statewide
Graphic Design Commercial Art & Illustration	500402	ARTS/EIGT/MART	ARTS	ARTS/GCAD	ARTS/EIGT/VPUBGDMA	ARTS	ARTS/ EIMA/GCAD	EIGT/EIMA/GCAD/VPUB
Commercial Photography	500406	ARTS	CFEI	ARTS	PHOT	OLTR/ PHOT	PHOT	PHOT
Interior Design	500408						INTD	INTD
Technical Theater/Theater Design & Stagecraft	500502						THEA	THEA
Dental Assistant	510601	DENT	DENT		DENT		DENT	DENT
Dental Hygienist	510602	DENH						DENH
Health/Health Care Admin/Mgmt.	510701				LTCA			
Medical Records Technol./Tech.	510707	HIMS/HLTH	CFEI	NURS	HIMS	HIMS	HIMS	HIMS
Medical Assistant	510801	MEDA		NURS	MEDA			MEDA
Occupational Therapy Assistant	510803	OTHA						
Pharm. Technician/Assistant	510805				PHRM			
Physical Therapy Assistant	510806			PTAS	PTAS			PTAS
Veterinarian Assistant/Animal Health Technician	510808			VTEC				VTEC
Emergency Medical Technol./Tech.	510904	HLTH	CFEE/EMTL/HLTH	EMTL/EMTN	EMTL/PARM	EMTL		EMTL
Medical Radiologic Technol./Tech.	510907				RADT	RADT		RADT
Respiratory Therapy Tech.	510908				RESP/PSGT		RESP	RESP
Surgical/Operating Room Tech.	510909				SURT			SURT
Medical Laboratory Tech.	511004	MEDT	MEDT		MEDT			MEDT
Clinical & Medical Social Work	511503	HUSR		HUSR	HMRS	HMRS/HUSR	HMSV	HUSR/HMRS
Registered Nursing/Registered	513801		ADNR/BIOS/PHAR	NURS	NURS	ADNR		
Licensed Practical Nursing/Vocational	513901		LPNR	NURS	LPNS	LPNR		

Discipline	CIP Code	CCC	MPCC	NECC	SCC	WNCC	MCC	Statewide
Health Professions & Related Sciences Oth.	519999	HLTH	HLTH/NURA/ CFEE/CFEI/ CFET	HLTH/PRTR	HLTH/NURS	ALHL	HLTH	HLTH
Business Administration & Mgmt. Gen.	520201	ACCT/BSAD/ ENTR	ACCT/BSAD/ REES/ENTR/ CFEE/CFEI/ CFET	ACCT/BSAD/ ENTR/FNPL/ INSU/LEAD/ REAL	ACCT/BSAD/ INSU/ENTR/ EVOM	ACCT/BMMR/ BSAD/BUSN/ MNGT/MRKT/ OLTR/REES BSTC/ENTR/INSU	ACCT/ BSAD/ FINA/INSU/ REES	BSAD/ACCT/ ECON
Logistics and Materials Management	520203	TDWL	WARE			TDWL/WARE		WARE
Administrative Assistant/Secretarial Science Gen.	520401	OFFT	OFFT	OFFT	OFFT	BSTC/COMP/ OLTR		OFFT
Vehicle & Vehicle Parts & Accessories Marketing Operations	521907	PDSM			PDSM			JDAP/PDSM

NCCA Chief Instructional Officers – Operational Procedures Statewide Course Review Procedure

To comply with the NCCA Audit Guidelines adopted August 28th, 2009, supported by Nebraska State Statutes, the community college of Nebraska will annually review the course offerings of each community college which will be audited and used in the computation of state aid.

The following is a timeline for this annual review:

Step 1 – April 1st, or the first business day, each Chief Instructional Officer (CIO) will send to the designated Community College (CC) an electronic file of their course listing for the current fiscal year, listing all courses that are credit and non-credit reimbursable. (Western Nebraska Community College has been the designated CC for the compiling of a statewide document.)

Step 2 – Three weeks following Step 1, a compiled book listing all courses will be sent to the CIO of each CC. The book will be compiled by Classification of Instructional Program (CIP) code starting with the lowest number to the highest CIP code number. Each CC's courses will be listed under each CIP code to create the statewide view of all courses for all CIP codes. Those courses which can not be identified to a CIP code will be submitted to the CIO's for review and determination.

Step 3 – May CIO meeting; the CIO's will review the statewide summary of all courses noting common course prefix, course weighting, correct contact hours, and credit hours. Weighting, contact hours, and credit hours will follow the Audit Guidelines.

Step 4 – May – June 15th; Following Step 3, each CIO will make the agreed upon changes, as outlined in the CIO meeting minutes, for their institution's course listing.

Step 5 – June 15th, or first business day following the 15th, each CIO will send a corrected electronic file of their course listing to the designated CC for compiling a final statewide summary course listing.

Step 6 – July 15th, or first business day following the 15th, each CIO will send a corrected copy of their college's course list as a certified list, signed off by the Chief Executive Officer (CEO), to the Post-Secondary Coordinating Commission, the NCCA Executive Director, and copies to each of the CC's CEO, and Chief Financial Officer.

Step 7 – July 31st, each CIO will receive a copy of the revised statewide summary course listing from the designated CC.

Approved by the CIO – September 11th, 2009
Reviewed March 16, 2012

College Credit Courses Offered to Students in High School

Statement of Principles and Standards

Principle 1:

All colleges will ensure that college credit courses offered to high school students at locations other than a college campus will be college-level courses. The rigor of the course will be the same as a course offered at the college campus.

Standards:

- a. High school students are identified as junior or senior level students.
- b. Students are recommended by a high school official.
- c. High school students will meet all course pre-requisites prior to enrolling in the college-level course.

Principle 2:

The decision to award high school credit for a college-level course (dual credit) will be the responsibility of the appropriate high school district.

Standards:

- a. High school district will identify course and instructor of record for the high school grade.
- b. High school district will inform students and parents of college-level courses to be granted high school credit.
- c. College faculty with appropriate teacher certification is eligible to serve as the high school instructor of record.

Principle 3:

Faculty employed as the college instructor of record to teach the credit course at a high school or other location will have the same credentials consistent with a full-time faculty employed to teach the same or similar course at the college location. All such selection criteria will be consistent with the standards set forth by the Higher Learning Commission of North Central Colleges and Universities.

Standards:

- a. Credentials for college-level courses that transfer to a four year institution as a general education course will require a master's degree in the field of study, or a master's degree with 18 hours of graduate credit in the field of study, or a bachelor's degree in the field of study and 18 hours of graduate credit and working toward the completion of a master's degree.

Credentials for college-level courses that are directly related to programs of study, which do not require a master's degree, will require the degree needed to meet full-time employment in those programs of study.

- b. Faculty employed will be required to complete an application of employment, provide original college transcripts to validate credentials, and meet all institutional requirements as a full-time or adjunct instructor for the college. A high school instructor hired to teach a college course, which could be awarded dual credit, will complete a college application of employment, provide original college transcripts to validate their credentials, and meet all institutional requirements as an adjunct instructor for the college. This instructor will then be employed by both the high school and the college awarding credit for the course. The instructor cannot be employed by multiple colleges for the same course at the same time.
- c. The college instructor of record, holding the required credentials, will instruct the majority of the course content and assess the students to be able to provide a college grade for the course.
- d. Regardless of the mode of delivery for the content, the instructor will be required to meet the credential standards listed above in sections a, b, and c.

Principle 4:

The quality of instruction and standards of excellence will be consistent with other course offerings by the college. The evaluation of the quality of instruction for college credit courses offered to high school students at locations other than the college campus will be consistent with the practices each college has in effect for other college credit courses.

Standards:

- a. The college-level course offered to high school students in a mode of delivery, or at a location that is not on the college campus, will follow the same course syllabus, same approved course textbook, course outline, and student assessment, as the same course or similar college-level course offered at a campus location.
- b. The assessment of the student will be done in the same method as to the same course offered at the campus location (i.e., Common Final Exam).
- c. The evaluation of the instructor will be done in the same manner as the evaluation of an instructor at the campus location.
- d. The evaluation of the instructor by the students will be done in the same manner as to the evaluation of a campus-based course.
- e. Tuition and fees for the college-level course will be the same as for an on-campus college level course. Scholarships or tuition waivers will be handled by the college the same as for an on-campus course.

Approved by the Chief Executive Officers March 19, 2012

Section III.
Faculty

NCCA – Chief Instructional Officers –Standards of Operations Faculty Hiring – Credential Guidelines

Preface: The following guidelines are statewide recommendations for the hiring of faculty in the three categories of programs as outlined in the August 28, 2009 Audit Guidelines. Each community college might elect to require a higher level; these guidelines are to be considered as minimums.

Academic Transfer/Academic Support Faculty:

Academic Transfer – A master's degree in the discipline; or a master's degree with a minimum of 18 graduate credit hours in the discipline.

Academic Support/Foundation Education – A bachelor's degree in the discipline required; a master's degree in the discipline, or a master's degree with a minimum of 18 graduate hours in the discipline is preferred.

Prior teaching experienced is preferred for both groups.

Light Vocational/Applied Technology Program Faculty:

Minimum – the highest degree for which the program offers;

Associate degree program would require an associate degree

Diploma degree program would require a diploma degree

Certificate degree program would require a certificate degree

Preferred – one degree higher than what the program offers;

Associate degree program would recommend a bachelor degree

Diploma degree program would recommend an associate degree

Certificate degree program would recommend a diploma degree

Recognizing that some degree programs are not available in certain program areas, an equivalent field of study could be used.

External accreditation requirements; some vocational program may require a higher level of education, certification or licensure.

Work experience; a minimum of two years in the field of study will be required.

Teaching or training experience would be preferred.

Heavy Vocational/Applied Technology Program Faculty:

The guidelines for this group would be the same as for the Light Vocational Program areas listed above.

Approved by the CIO's March 16, 2012

TITLE 92
**CHAPTER 21 - ISSUANCE OF CERTIFICATES AND PERMITS TO TEACH,
PROVIDE SPECIAL SERVICES, AND ADMINISTER IN NEBRASKA SCHOOLS**

005 Teaching Certificates

005.01 Teaching Certificates. Types. General Requirements. The Department may issue initial, standard, professional, provisional commitment, dual credit, provisional career education, substitute, local substitute, and transitional teaching certificates. Each applicant for any such teaching certificate shall:

005.01A Complete the appropriate application forms prescribed by the Department, and meet the requirements of lawful presence in the United States and set forth in Sections 4-108 through 4-112 R.R.S.;;

005.01B Submit an official transcript of all college credit earned in fulfillment of the requirements of 92 NAC 21;

005.01C Pay the prescribed fee as provided in Section 003.05 of this chapter;

005.01D Not have an application for a certificate denied or currently have a certificate suspended or revoked by another jurisdiction, and not have any felony conviction, or any misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.11 through 003.14;

005.01E Submit evidence of human relations training as defined by this chapter;

005.01F Submit evidence of basic skills competency if applying for an entry-level Nebraska teaching certificate after July 31, 1989;

005.01G Submit evidence of special education training if applying for an entry-level teaching certificate after September 1, 1992;

005.01H Fulfill the additional requirements in Sections 005.03, 005.04, 005.06, 005.08, 005.09, 005.10, 005.12, 005.13, 005.15, 005.16, 005.18, 005.19, 005.21, 005.22, 005.24, 005.25, 005.27, 005.28, 005.30, or 005.31 for the type of certificate or renewal for which the applicant is applying;

005.01I Submit a complete, legible set of the applicant's fingerprints and pay a fee of fifty dollars (\$50.00) to the Department for processing a criminal history record check if the applicant is seeking the first issuance of a Nebraska certificate and has not been a resident of Nebraska for at least five (5) continuous years immediately preceding the date of application;

005.01J Be of good moral character; and

005.01K Shall not have an emotional or mental incapacity to practice the profession as defined in Section 003.10.

005.17 Career Education Teaching Certificate. The career education teaching certificate may be issued to applicants who do not meet the college credit requirements for a regular certificate and shall be valid for teaching in the Nebraska school system requesting the issuance of such certificate or in the Nebraska school system (s) for which the applicant will be teaching as part of a career academy structure and only in the career education endorsement areas described in 92 NAC 24. The career education certificate shall expire August 31 in the fifth year following the year of issuance. The career education teaching certificate shall not be valid for substitute teaching.

005.18 Career Education Teaching Certificate Additional Requirements.

Each applicant for a career education teaching certificate shall:

005.18A Fulfill the requirements in Sections 005.01A through E, and Sections 005.01I through K;

005.18B Qualify for a career education endorsement pursuant to 92 NAC 24; and

005.18C Submit a District Verification Form from the Superintendent of Schools or the governing body of a school system in which the applicant intends to teach; or

005.18D Submit a written request for the issuance of the certificate from a postsecondary educational entity for which the applicant will be teaching as a part of a career academy structure.

005.19 Career Education Teaching Certificate Renewal Requirements. Each applicant for renewal of a career education teaching certificate prior to, on, or after the date of expiration shall:

005.19A Fulfill the requirements in Sections 005.01A through E, 005.01J, and 005.01K;

005.19B Submit a District Verification Form for the renewal of such certificate from the superintendent of schools or the governing body of the school system in which the applicant intends to teach;

005.19C Hold or have held a Nebraska Career Education teaching certificate; and

005.19D Within five (5) years prior to the date of application for renewal have taught in a Nebraska school system or have met the requirements in Sections 005.18B through D.

005.20 Dual Credit Teaching Certificate. The Dual Credit teaching certificate shall be valid for teaching college courses that generate both college credit and have been approved for high school credit in Nebraska school systems requesting the delivery of such courses. The Dual Credit teaching certificate shall expire August 31 in the fifth year following the year of issuance. The Dual Credit teaching certificate shall not be valid for substitute teaching.

005.21 Dual Credit Teaching Certificate Additional Requirements. A Dual Credit teaching certificate may be issued to an applicant who is employed as a teacher by a Nebraska postsecondary educational entity and is eligible to teach courses offered by the postsecondary entity and approved by a local school system for high school credit. Each applicant for a Dual Credit teaching certificate shall:

005.21A Fulfill the requirements in Sections 005.01A through E, 005.01J, and 005.01K;

005.21B Be eligible to teach courses for college credit offered by the Nebraska postsecondary educational entity and approved by a Nebraska school system for high school credit as documented by the employing college's submission of the Postsecondary Verification Form;

005.21C Hold a Master's degree; and

005.21D Have earned a minimum of six (6) graduate hours in the subject area for which a teaching endorsement is sought pursuant to 92 NAC 24.

005.22 Dual Credit Teaching Certificate Renewal Requirements. Any holder of a Dual Credit teaching certificate may renew such certificate prior to, on, or after the date of expiration. Each applicant shall:

005.22A Fulfill the requirements in Sections 005.01A through E, 005.01J, and 005.01K;

005.22B Hold or have held a Dual Credit teaching certificate; and

005.22C Have taught one (1) or more dual credit courses within the past five (5) years prior to the date of application; or

005.22D Have received three (3) semester hours of graduate credit in education-related coursework taken after the completion of the baccalaureate degree within five (5) years prior to the date of application.

Revised 12/11/11 by NDE